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ABSTRACT

This guide is designed to assist administrators in planning and implementing strategies to eliminate sex bias, sex stereotyping, and sex discrimination in occupational education programs in New York State where such exist. Discussed first are the provisions of the Vocational Education Amendments of 1976 and Title IX of the Education Amendments of 1972. New York State policies pertaining to administration of occupational education and assuring sex equity are outlined. Following a description of steps involved in developing a plan of action to eliminate sex bias and stereotyping, a sample plan format is provided. Included in a section of suggested strategies for achieving equity in educational and employment opportunities are activities in the following areas: creating awareness of programs to achieve sex equity, collecting and disseminating data on the status of students and employees in vocational education programs, developing plans to correct existing problems, reviewing and planning expenditures, monitoring implementation of sex discrimination laws, reviewing current programs, promoting expansion of nontraditional occupational opportunities in the community, disseminating information pertaining to elimination of sex bias in vocational education, reviewing self-evaluation required by Title IX, and developing plans for acheiving sex equity in vocational education. A resource list is also provided. (MN)

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ACTIONS FOR CHANGE:

A Planning Guide for Occupational Equity

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FOREWORD

This publication has been developed to assist administrators in planning and implementing strategies to eliminate sex bias, sex stereotyping, and sex discrimination in occupational education programs in New York State, where they exist. The Vocational Education Amendments of 1976 challenge us as educators to create and assure for both males and females equal access to all educational programming and to expand the opportunities for students in nontraditional programs.

The content of this planning guide will enable local administrators to develop an action plan to insure sex equity in occupational education. It is the responsibility of each local administrator to provide the leadership needed to effectively eliminate sex stereotyping and sex bias in occupational education. Included in the publication are the overall goals to be addressed in every action plan. Also included are numerous suggested strategies to assist in achieving those goals. The sample format will assist local agencies in establishing their own plans of action to provide sex-fair occupational education.

This publication was developed under the direction of Carol Jabonaski and Mary Ann Etu, Supervisors of Occupational Education Special Programs. The manuscript was prepared by Susan Shatz, Consultant, with assistance from Marilyn Richey, Judy Campbell, Judy Coburn, Sharon Gonsalves, and Bert Smith.

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I. INTRODUCTION

A major purpose of vocational education is to prepare people for employment. To effectively do this, we must respond to the rapid changes that have taken place in the labor force and in society, both socially and economically.

Women presently make up one half of the labor force. Although the majority of young women can expect to be homemakers, ninety percent of them can also expect to participate in the work force at some time in their lives. At the present time, nearly fifty percent of all working women are married and living with their husbands. One out of every eight women who works is the head of a household. More than half of the mothers with children, six to seventeen years of age, are employed. Nearly thirty-seven percent of women with preschool children are employed, and this percentage continues to increase rapidly. Most women who work do so out of economic necessity. Economic reasons for the increasing number of working women include:

- the need for two family incomes because of inflation
- the need to supplement the income of a husband whose annual income falls below $10,000 (approximately twenty-six percent of all women) or below $5,000 (approximately nine percent of all women).
- the increased number of mothers serving as heads of households due to divorce, separation or death of husband
- the need for a new source of income because of a husband who is unemployed or unable to work

In addition to the economic reasons for women working, there are social reasons, as well. Women are generally better educated today than they were 30 years ago. The more education a woman has, the greater the likelihood she will seek paid employment. Among women with four or more years of college, about three out of five were in the labor force in 1977. Other factors that have influenced women to enter the labor market are: increased employment opportunities; the lower birth rate (fewer children); more women living alone or with unrelated individuals; changing social mores; and shorter, more flexible work hours.

If most women are working out of economic necessity, however, it is essential that they have the skills needed to earn salaries commensurate with men. To do so, they must have the opportunity to select careers in a variety of higher paying nontraditional occupations which require more highly technical training. Unfortunately, the wage gap between men and women has been increasing because men tend to be employed as craftsworkers, managers, machine operators and technical workers, while women are concentrated in such occupations as office worker, health assistant and household worker. The average female worker earns less than sixty percent of what the average male earns, and the average male with an elementary school education earns more than the average female with a four-year college degree.

Although the statistics for women enrolled in vocational education programs show some improvement, they are generally not encouraging when compared to the size of the need. Data for 1977 show little overall change from 1976:

- Female enrollment in all vocational programs (excluding consumer and homemaking) rose slightly from 53.3% in 1976 to 55.5% in 1977.

- Women's overall participation rates in the traditionally male areas of agriculture and trade and industry remained relatively stable at 24.4% and 21.7% respectively.
- The health and occupational home economics areas continued their trend of becoming even more female-oriented (again consumer and homemaking was an exception, enrolling 0.5% more males in 1977).

Technical programs departed from this trend of stability. The percentage of women enrolled jumped from 7.6% in 1976 to 15.4% in 1977. Unfortunately, a look at the changes in enrollment in individual programs does not show a consistent pattern of greater participation by women. Rather, in several areas (e.g. aeronautical technology, automotive technology, electrical technology), the number and percentage of women actually dropped.

In order to encourage greater participation in nontraditional careers, it will be necessary to make a concerted effort to eliminate sex-role stereotyping, sex bias and sex discrimination in vocational education.

II. SEX EQUITY LEGISLATION: A COMPARISON

The provisions of the Vocational Education Amendments of 1976 which pertain to the elimination of sex discrimination and sex bias are similar to the requirements of Title IX of the Education Amendments of 1972. Both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the VEA amendments.

What then is the nature of the mandates? Title IX addresses the issue of sex discrimination in educational programs. It states that:

> "No person ... shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

The Vocational Education Amendments of 1976 extends beyond the Title IX prohibition of overt discrimination to the more subtle problems of sex bias and sex stereotyping. Note the contrasts in the three definitions as stated in the VEA legislation.

Sex discrimination:	"any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex"
Sex bias:	"behavior resulting from the assumption that one sex is superior to the other"
Sex stereotyping:	"attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex."

Title IX, then, prohibits discrimination while the Vocational Education Amendments require that positive steps be taken to overcome not only discrimination but sex bias and sex stereotyping as well. Because of the 1976 Amendments, vocational education is in the forefront in providing sex-fair opportunities for students.

III. STATE POLICIES

The "New York State Annual Program Plan for the Administration of Occupational Education," as required under the Vocational Education Amendments of 1976, Fiscal year 1981, lists the following Policies adopted by the State to ensure the elimination of sex bias, stereotyping and sex discrimination.

All occupational education programs, services, and activities which are conducted in the State, whether or not they are federally funded, will be examined to ensure that there is no discrimination against persons on the basis of sex, and that they are free of sex bias and stereotyping.

Each local education agency, BOCES, and postsecondary institution shall inform the community which it serves that criteria for admission in any occupational program or activity are available to students regardless of sex.

Priority will be given to vocational guidance and counseling programs that provide a greater understanding of educational and employment options open to all people, and are free of sex bias and stereotyping.

Services will be supported for females and males who desire entry into programs designed to prepare them for employment in jobs which have been traditionally limited to the opposite sex. Special needs of women will be given high priority.

Preparation and retraining of occupational education teachers at all levels will focus on the awareness and teaching methods that will eliminate sex bias and sex stereotyping.

Written materials disseminated by the State and materials used locally to instruct, counsel, test or recruit students will be free of sex biased and stereotyped images, and will depict people functioning in a variety of roles.

All occupational education institutions will have available an affirmative action plan, including realistic goals and timetables, for the recruitment and promotion of women in administrative and supervisory positions, with salaries and benefits equal to those of men holding the same positions.

The Annual Plan also lists the following Procedures implemented by New York State assuring sex equity in occupational education programs and employment opportunities.

- Establish goals and action plans as a part of the planning process in all educational institutions in the State that promote equal opportunities for all students at all educational levels.
- Assign staff who will provide leadership in implementing and monitoring programs statewide to eliminate sex bias, stereotyping and discrimination.
- Hold workshops within the Office of Occupational Education to assist all occupational education staff personnel in becoming aware of sex bias and stereotyping, so that each person will take positive steps to eliminate such practices in all areas of occupational education.
- Develop criteria, guidelines and checklist to assist in identifying sex bias and stereotyping in programs and funded projects to help local school personnel make improvements.
- Ensure that publications disseminated by the State Education Department, Office of Occupational and Continuing Education, do not reflect prejudice against women or men.

- Ensure the appointment of a representative number of women to serve on all State and local policy-making committees and advisory boards.
- Require local advisory councils to develop criteria for evaluating programs and procedures that encourage the elimination of sex bias, stereotyping and discrimination.
- Develop policies to ensure that local educational agencies establish affirmative action plans to eliminate sex discrimination consistent with Executive Article 11246, Title IX of the Education Amendments of 1972, and Equal Pay Act of 1963.
- Promote the certification and hiring of professional women in occupational education for administrative and supervisory positions at the State and local level.
- Recruit women and men for nontraditional teaching positions to provide a positive role model for students.
- Assist 2- and 4-year teacher-education college staff to analyze and improve the content and approaches used in recruiting men and women in nontraditional programs.
- Support efforts in preservice education to eliminate sex bias attitudes in the preparation of occupational teachers, thereby changing attitudes before they reach the classroom.
- Priority for support will be given to local educational agencies that provide inservice training for all staff to identify and eliminate sex bias attitudes and practices.
- Promote model programs statewide in research, curriculum development, guidance and counseling, vocational education personnel training and innovative and exemplary projects that give priority to reducing sex bias and stereotyping in occupational education.
- Analyze existing and/or prepare new curriculum, resources and recruiting materials that eliminate sex bias and stereotyping and show the accomplishments and contributions of women in various roles.
- Ensure that funds are allocated for programs, activities, services, facilities and equipment equally for females and males.
- Support programs that provide flexible registration and enrollment practices to encourage students to participate in nontraditional courses.
- Encourage the participation of both females and males in all occupational youth organizations and promote the inclusion of activities that ensure the elimination of sex bias and stereotyping in programs of work.
- Provide occupational training programs, counseling, special services and job placement for teenage parents and women returning to the labor market as a result of economic need or changed marital status, and for women seeking jobs in nontraditional areas, single heads of households, and homemakers who work part-time and desire full-time employment.
- Communicate with business and industry, professional organizations and other interested groups in relation to eliminating sex bias and increasing opportunities for women and men in nontraditional jobs.

Legislation, regulations, policies and procedures provide a framework for creating change. However, without the active support of local school administrators the legal framework mandating equal educational opportunities for men and women is like a "toothless giant" --wide-ranging, but ineffective. This publication will provide suggested strategies for giving "teeth" at the local level to the legislative mandates.

IV. DEVELOPING A PLAN OF ACTION

The directives to eliminate sex bias and stereotyping in vocational education are explicit in the Vocational Education Amendments of 1976 and the State plan for Occupational Education. In order to effectively carry out the provisions of the legislation and the State plan, vocational educators at the state and local levels must work together to assure that students entering and completing programs will be prepared for employment based on their interests, needs, and abilities rather than on their sex.

It is the responsibility of each local administrator to provide the leadership needed to effectively eliminate sex stereotyping and sex bias in vocational education. A plan of action for achieving sex equity in occupational education must be developed by each local educational agency before federal funds will be allocated starting with fiscal year 1983. An annual plan of action will be due September 30, 1981 and every year after until further notification.

The first step in developing an action plan is to conduct a needs assessment. Administrators must assess both the need for change and the potential for change in their own districts as mandated by the policy directives. This may be accomplished by identifying the significant factors in each district that facilitate sex-fair educational programs. Factors which prevent needed changes from occurring might include, for example, 1) the attitudes of students, parents, faculty, etc. that conflict with the goals of the legislation and 2) the complexity of the educational system itself. Supporting factors might include: 1) the legal mandate for sex-fair education 2) the availability of State Education Department technical assistance for implementation of sex-fair education laws and 3) the interest of a variety of community groups in promoting sex-fair educational programs.

Each administrator will be familiar with additional local factors and can, therefore, choose the best way to attack restraining forces and use supporting forces in their own districts.

Your action plan for achieving sex equity in vocational education should be developed in a sequential manner. A sample format appears on page 8 of this handbook. Refer to the sample as we describe the standard procedure. First goals, or broad direction statements, should be determined. The following overall goals should be addressed in developing your plan to eliminate sex bias, stereotyping and discrimination in vocational education:

- Promote equal opportunities for all students at both secondary and adult levels.
- Appoint a representative number of women to serve on all policymaking committees and advisory boards.
- Promote the certification and hiring of professional women in administrative and supervisory positions.

- Recruit women and men for nontraditional teaching positions to provide positive role models for students.
- Provide in-service training for all staff to identify and eliminate sex biased attitudes and practices.
- Analyze existing and/or prepare new curriculum, resources and recruiting materials that are nonsexist and show the accomplishments and contributions of men and women in various roles.
- Ensure that local advisory councils develop criteria for evaluating programs and procedures that encourage the elimination of sex bias, stereotyping and discrimination.
- Encourage the participation of both females and males in all occupational youth organizations and promote the inclusion of activities to overcome sex bias.
- Implement a recruiting plan to encourage students to enroll in nontraditional courses.
- Provide occupational training programs, counseling, special services and job placement for teenage parents, women returning to the labor market as a result of economic need or changed marital status, women and men who are seeking jobs in nontraditional areas, single heads of households, and part-time workers desiring full-time employment.
- Communicate with business and industry, professional organizations and other interested groups regarding eliminating sex bias and increasing opportunities for women and men in nontraditional careers.

Once the goals have been determined, objectives to achieve these goals must be stated in specific measurable terms. Clear statements of changes to be made are necessary in order to determine success in meeting your objectives. Objectives should answer the following questions:

What is to be changed? Attitudes, knowledge, or behavior?
for example: enrollment in nontraditional courses

Who is to be changed (the target audience)?
for example: vocational-occupational education students

When is the desired change to be completed?
for example: by the beginning of the next school year

How much is expected in terms of the magnitude of change?
for example: a 20 percent increase in enrollments in nontraditional courses

How is the change to be effected, what means are to be used?
for example: increasing student awareness

Next Activities need to be specified which relate directly to each of the objectives. To aid in the development of your plan, Section VI of this publication lists numerous suggested activities to achieve sex equity.

Then the action plan should indicate the Outcomes, which are the desired effects or changes for each objective. These goals, objectives, activities and outcomes are the building blocks of a comprehensive plan.

Two additional elements should be identified in your plan. They are: 1) identification of the person(s) responsible for implementation of each activity and 2) projection of anticipated implementation dates for each activity. The sample plan which follows in Section V illustrates the suggested plan format and will serve to explain the action planning process.

V. SAMPLE PLAN FORMAT

Sex Equity Action Plans should be submitted to the State Education Department, Occupational and Continuing Education, Office of Special Programs, 99 Washington Avenue, 16 Floor, Albany, NY 12230.

The cover page for an Action Plan should contain the following information:

Educational Agency _____

Address _____ Phone _____

Contact Person

Name _____ Title _____

Address _____ Phone _____

Title IX or Sex Equity Coordinator

Name _____ Title _____

Address _____ Phone _____

Person Responsible for Implementing Action Plan

Name _____ Title _____

Address _____ Phone _____

Persons involved in Preparing Action Plan

Name Title

1) _____

2) _____

3) _____

4) _____

5) _____

Sex Equity Action Plan

Sample Format Worksheets

Goal: Recruit More Nontraditional Students Into Occupational Education Programs

OBJECTIVES	ACTIVITIES	STAFF RESPONSIBLE	TARGET COMPLETION DATE
A.1. By Sept. 30, 1981, increase nontraditional enrollments by 20% through increasing student awareness.	A.1. -1 Invite nontraditional workers to speak to students about their careers.	All Teachers Evelyn Jones	June 30, 1981
	A.1 -2 Organize a career day with both traditional and nontraditional workers.	Tom Evans	November 30, 1981
A.2. By Sept. 30, 1981 review all curriculum and recruiting materials, to ensure that they are sex fair.	A.2 -1 Review and if necessary revise vocational education brochures to make sure they are sex fair.	Tom Evans Jane Fane	December 30, 1981
	A.2 -1.1 Print new brochures as needed.		June 30, 1981
	A.2. -2 Provide inservice for staff to review their curriculum materials and classroom management for sex fair treatment of all students.	Robert Case	November 15, 1981
	A.2. -3 Teachers will review all curriculum materials and classroom management for sex equity and make recommendations for changes needed.	Department Leaders Marion Weld	April 30, 1982

SEX EQUITY ACTION PLAN

GOAL:

OBJECTIVES	ACTIVITIES	STAFF RESPONSIBLE	TARGET COMPLETION DATE

VI. SUGGESTED ACTIVITIES

Some suggested activities to achieve sex equity in occupational education and employment opportunities are listed below for your use. Not all of these activities will be feasible in every district and there are many other innovative and productive approaches not mentioned here.

The activities suggested here are organized under ten major headings. These headings represent the ten sex equity functions identified in the Vocational Education Amendments of 1976.

1. TAKE ACTION TO CREATE AWARENESS OF ACTIVITIES AND PROGRAMS DESIGNED TO REDUCE SEX BIAS AND SEX STEREOTYPING IN VOCATIONAL EDUCATION

A. Administration (including office personnel)

1. offer inservice training programs which stress the importance of expanded options for males and females in careers and family life preparation

   Ex. possible topics
   --current and future opportunities and earnings in the labor market

   --changing labor force and family life

   --nonsexist writing workshop

   --legislative updates on Title IX, VEA of 1976

   --recognizing sex-biased teaching behaviors

2. utilize school communications networks, such as newsletters and memos, to reinforce the importance of eliminating sex bias by providing information and resources for teacher use

3. encourage attendance at professional meetings and conferences that deal with sex equity (offer inservice credit for attendance, provide release time and/or conference fees)

4. encourage enrollment in college and graduate level courses offered on the topic of sex bias

5. share relevant publications and articles that illustrate the success of individuals in nontraditional careers

6. publicize the availability of information, films, media, etc. on the issue of sex stereotyping and bias for teacher use in classrooms and at faculty/department meetings

7. utilize the librarian as a school resource to set up displays and familiarize students and teachers as to available materials that portray workers and students in nontraditional areas

8. have faculty and administration observe nontraditional workers in industrial settings

9. integrate more discussions and presentations aimed at increasing awareness of sex bias into regularly scheduled faculty and department meetings and guidance meetings

10. hold orientation meetings for new faculty to acquaint them with the sex-fair approach to teaching adapted by the school and mandated in the legislation

11. encourage faculty to evaluate their own sex-fair teaching behaviors using self assessment and student feedback

12. encourage nontraditional teachers to serve as guest speakers in a traditional area (i.e., men conducting cooking demonstration)

13. include sex-fair teaching techniques in faculty evaluations through observation, and student, parent and peer feedback

B. Faculty and staff of school districts

1. organize teacher volunteers into a corps of speakers knowledgeable about the opportunities for both males and females in traditional and nontraditional areas of vocational education to visit feeder schools, junior highs and elementary schools and speak to future potential students

2. set up a vocational education bulletin board which advertises vocational education opportunities to provide information to school community

3. hold meeting with staff and faculty to familiarize them with the programs available--emphasizing the appeal of programs to both sexes and success of students who have trained in these areas

4. arrange for junior and senior high school guidance counselors to visit student placements in industrial settings and employees (including work study) in nontraditional settings

5. organize speakers in nontraditional fields (e.g., members from industry on your advisory board) to visit schools to discuss career opportunities

6. meet with guidance counselors in junior highs and supply information and materials regarding programs of occupational education at the BOCES or with the district and career opportunities in nontraditional fields

7. have teachers in nontraditional roles act as counselors to those interested in similar nontraditional future careers

C. Students

1. communicate with students enrolled in nontraditional courses and use their feedback to strengthen aspects of your program and recruitment efforts

2. actively encourage presentations by postsecondary institutions for the senior high level students on the opportunities for the future in vocational education for both sexes

3. provide field trips for vocational education students to visit a variety of businesses and industries employing nontraditional persons

4. encourage the participation, especially in leadership roles, of both females and males in all occupational youth organizations and ensure the elimination of sex bias and stereotyping in program activities

5. examine youth group constitutions and bylaws for overt and covert forms of sex bias and discrimination such as different uniform dress codes for males and females, sports discrimination between males and females, and men and women using facilities in schools (i.e., boys in gym, girls in parking lot)

6. encourage youth groups to undertake activities in the community, feeder schools, junior highs and elementary schools which emphasize the expanded career and family life opportunities for females and males, and have their members who are enrolled in nontraditional courses serve as role models

7. organize a student poster contest with a theme which illustrates the advantages of sex-fair education and its expanded options for both sexes

8. establish a resource file of people in the community who hold nontraditional jobs who will speak to classes and/or hold interviews with students

9. organize career fairs or career days to familiarize students with the wide range of job opportunities for both sexes

10. invite guest speakers into occupational classes, based on their ability to serve as role models and their interest in equal opportunity, to speak with students on their experiences and the opportunities in their fields

11. have school librarians make an effort to alert students to the possible presence of sexism in any of the materials they may read

12. check all displays currently posted or being planned for possible evidence of sex bias, and assure that nontraditional choices are represented

13. use opportunities such as auditorium presentation to provide students information on:
    - current and future opportunities and earnings in the labor market
    - reasons to consider nontraditional occupations
    - problems to be overcome in the pursuit of nontraditional careers
    - the vocational preparation needed and available in nontraditional fields

14. have interested students meet personally with BOCES teachers to discuss placements

15. offer mini-course introductions in all subject areas to students to familiarize them with occupational course offerings at the BOCES or within the districts

16. provide tours of occupational education classes for elementary, junior high and high school students to familiarize them with the facilities, faculty and opportunities for both sexes early in their education

17. have students in nontraditional courses act as role models for other students by making presentations and acting as student guides for visiting students from feeder schools

18. have students in nontraditional career programs serve as guidance counselors for students possibly interested in nontraditional programs

19. arrange for the vocational/occupational center and programs to serve as field trips for career education programs

2. GATHER, ANALYZE AND DISSEMINATE DATA ON THE STATUS OF MEN AND WOMEN STUDENTS AND EMPLOYEES IN VOCATIONAL EDUCATION PROGRAMS IN LOCAL DISTRICTS

A. Gather statistical information on the following for 1978-79, 1979-80:

1. total number of students enrolled in local programs

2. number of students including percentages by sex and age enrolled in traditional courses

3. number of students including percentages by sex and age enrolled in nontraditional courses

4. projected school age population (13-19 years) (from the State Education Department)

5. projected worker supply and demand (1978-1985) (from the Department of Labor) by job title

6. categories for number of workers expected to be trained through secondary programs, government training programs, and private vocational school programs from available government statistics

7. projected number of workers to move into the State

8. number of students by sex enrolled in Vocational Student Organizations

FFA
FHA/HERO
FBLA
VICA
DECA
AIASA
HOSA

9. facilities and equipment to determine ability to meet the needs of existing and projected programs which should include sex equity actions

10. number and distribution by sex in school district employee positions

B. Hold open meetings with students, faculty, parents and community advisory council to discuss future needs

C. Survey attitudes toward sex bias in vocational programs and nontraditional job opportunities of:

1. local school boards
2. personnel directors
3. high school principals
4. employers
5. faculty
6. students
7. parents
8. community leaders
9. professional groups
10. civic organizations

D. Examine the following student information:

1. student placements and compensation in work-study programs by sex

2. the number of counselors assigned to students by sex

3. the school course completion rates by sex

4. the number of job placements of students in occupations trained for by sex

5. the number of students placed in work study, apprenticeship and cooperative work positions by sex and placement location

E. Analyze data by comparing the current status of students by sex with the projected needs and goals of the programs offered

F. Disseminate needs assessment and program status findings to all appropriate district education personnel (vocational, high school and junior high), students, parents, employees, employers, media and interested community groups

3. DEVELOP PLANS OF ACTION TO CORRECT PROBLEMS IDENTIFIED

A. Plans should include the following:

1. providing adjustments in curriculum and course offerings based on projected labor market trends

2. occupational educational opportunities for displaced homemakers, and single heads of households, including support services such as job placement and child care

3. providing adequate facilities, maintenance, equipment, and instructional and resource materials for all programs so that both sexes can participate equally

4. monitoring class schedules so that both sexes can participate equally in all occupational education programs

5. securing grants for innovative programs related to the provision of sex equity

6. providing support services, such as counseling, job development and job followup, for women students in nontraditional occupational areas

7. monitoring participation in occupational student organizations to encourage equal participation

8. revising and scheduling programs to encourage all students to participate in consumer and homemaking education

B. Organize a sex equity task force or utilize existing advisory councils for vocational education, ensuring that it is representative of the community and includes Title IX or affirmative action committees, and women from both traditional and nontraditional occupational areas who are committed to elimination of sex bias. Some possible functions of such an advisory group include:

1. providing crucial linkages between the school system and other institutions in the community, including major employers

2. providing a source of public information (e.g., a speakers' bureau) regarding recent legislation and/or policy changes relevant to sex equity in occupational education

3. advising district regarding current job opportunities and future program needs

4. ensuring that issues related to sex equity in occupational education are given due consideration in all aspects of program planning and personnel management

C. Involve local Advisory Councils on Vocational Education in the elimination of sex bias by:

1. ensuring that it is representative of the community and includes women from both traditional and nontraditional occupational areas who are committed to elimination of sex bias

2. involving the advisory council in monitoring program development activities by having members review all program proposals to assure sex equity

4. REVIEW AND PLAN EXPENDITURES

A. Review funds appropriated for faculty, facilities and equipment of traditional single sex classes and ensure equitable funding of traditionally male and traditionally female classes

B. Review future appropriations based on needs assessment with particular attention to the needs of women in nontraditional roles

C. Provide vocational teachers sufficiently high salaries to attract qualified persons from business, industry and labor

D. Provide for adequate equipment, instructional and resource materials, facilities, and maintenance to provide equal opportunity to both sexes in all vocational programs present and planned

E. Submit applications for available grants outlining new and innovative programs designed to eliminate sex bias and sex role stereotyping

F. Assure that all grant applications comply with State sex equity guidelines

5. MONITOR THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION IN EMPLOYMENT PRACTICES WITHIN LOCAL BOCES DISTRICTS THROUGH REGULAR SELF EVALUATION

A. Examine existing staffing patterns for differences in promotion and hiring of men and women in traditional and nontraditional fields

B. Collect data on:

1. number of male and female applicants for available positions

2. number of males and females hired for available positions

3. dates and frequency of last promotion by sex and rank

4. why applicants for nontraditional teaching positions were rejected

5. number of available instructors trained at New York State institutions of higher learning in nontraditional fields (i.e., available state labor pool)

6. department heads by sex

C. "Develop policies to ensure that local education agencies establish affirmative action plans to eliminate sex discrimination consistent with Executive Article 11246, Title IX of the Education Amendments of 1972, and the Equal Pay Act of 1963" (New York State Policy)

D. Administration

1. promote certification of professional women in supervisory and administrative positions

--make available and encourage use of funds for education that will lead to certification of current female faculty

--investigate and publicize the availability of federal, state and private funds for continuing education of professional women in administration and supervision

--compile recruitment materials from relevant institutions of higher learning for teacher use

--establish flexible work schedules as needed to allow teachers participation in training

2. promote the hiring of women in administrative and supervisory positions

   --consult Job Network Information Service (J.N.I.S.) for particulars on potential applicants and list any openings with J.N.I.S.

   --formally and informally encourage present female and male faculty who are qualified to apply for positions as they become open

   --advertise administrative/supervisory job openings in professional education publications (for example: AHEA, PDK, ASCD, AVA, NYSOEA)

   --utilize the resources and communications networks of local Advisory Council and professional women's organizations in search for applicants

   --establish a career information center for women interested in becoming educational administrators and include certification requirements and university preparation offerings

   --conduct inservice training programs on objectivity in evaluating job candidates' qualifications for appropriate personnel

   --review job description for overt and covert sex-biased requirements not related to performance of responsibilities

   --observe administrative position interview teams to be sure that both sexes are represented

   --recruit administrators and teachers who are committed to the elimination of sex bias in vocational education

   --participate in the Job Network Information Service (J.N.I.S.) established by New York State Education Department

D. Teachers

1. formulate an affirmative action plan which remediates any inequitable situations in which one sex has not been represented or has been limited--include a discussion of recruitment, hiring, promotion, referral and procedure for adjusting salary inequities

2. assure that all press releases, publications, application forms, position papers, and written communications contain statements of commitment to affirmative action regarding employees and student placements

3. remove any possible discriminatory criteria from job descriptions and qualifications

4. recruit men and women for nontraditional teaching positions

   --advertise job openings through local professional and trade organizations emphasizing equal opportunity for both sexes

   --seek applicants from postsecondary institutions who train occupational teachers of both sexes

   --publicize job openings through local businesses and advertise job availability locally

--utilize the local "grapevine" for locating potential applicants (including knowledgeable sources such as faculty, cooperating businesses, women's groups, professional and trade organizations)

--review all recruitment materials for overt and covert sex-biased language and illustrations

5. examine staff salary schedules for sex and seniority discrepancies

6. examine job application forms and the predeveloped outlines of job interview questions for discriminatory items regarding the applicant's marital status, dependents, child-care arrangements and head of household designations

7. assure that teacher evaluation criteria reflect sex-fair standards

8. put job selection criteria, procedures and policies into writing and publish so that both sexes will have complete information for hiring and promotional purposes

9. apply the principles of affirmative action to the allocation of training, tuition grants, or other incentives designed to prepare employees for promotion

10. publish salary schedules of all employee positions both professional and nonprofessional

11. examine school-sponsored social activities (e.g., softball teams) for sex bias and correct any inequities in evidence

12. examine fringe benefits for evidence of discriminatory practices and make changes as needed (for example: retirement, insurance, pregnancy as a temporary disability)

6. REVIEW PROGRAMS, COURSE OFFERINGS AND CURRICULUM INCLUDING RECRUITMENT MATERIALS FOR SEX BIAS

A. Utilize a sex equity task force and/or department faculty or citizen volunteers to establish sex fair criteria for district textbooks, and A-V and recruitment materials.

B. Distribute sex fair criteria for evaluating textbooks, course offerings and recruitment materials to all faculty and staff. (See Resource List)

1. Course offerings:

--examine the balance of courses offered which have traditionally had single-sex enrollments

--schedule classes at flexible hours to allow for optimum sex-integrated enrollments

--examine courses for differential offerings and/or entrance requirements for males and females enrolled in the same course

--examine courses for differential performance standards, graduation requirements, work groups and assignments for either sex

--assure that both women and men are active in curriculum and course development and innovation (e.g., assess the rate of acceptance of course proposals submitted by women faculty or administrators and compare it to that of men)

--examine the criteria established for acceptance or rejection of course proposals to assure that they are not biased toward traditional male and female interests exclusively

--revise course descriptions and titles where necessary to attract both sexes

--assure that both men and women are represented on committees that consider course content and new offerings

--review all existing programs for sex equity--refer to published State guidelines as a reference

--enlist students to serve on committees to determine if additional courses are necessary

2. Curriculum:

--systematically review all existing instructional materials for evidence of sex bias

--reduce the impact of materials currently used which show evidence of sex bias (for example: use discussion questions with students that point out the strengths and weaknesses of materials)

--purchase and/or develop bias-free materials whenever possible

--develop and make available supplemental resource materials which reflect flexible contemporary occupational roles for women and men

--conduct inservice workshops for faculty to evaluate curriculum materials and to develop new bias-free supplemental materials

--determine whether existing courses give equal emphasis to the achievements of both men and women

--identify, and inform teachers of, publishers and distributors who publish exemplary nonsexist resources

--involve students in the development of materials by having them do research projects, compile bibliographies, collect or take photographs, make posters, and write nonsexist fiction depicting people in nonstereotypic roles

--assemble and distribute lists of resources and bibliographies of nonsexist materials

--meet with other schools that have innovative course offerings to get ideas for introducing similar courses

3. Recruitment and career guidance materials

--review all recruitment materials, and course and program descriptions for overt and covert sex bias in language, pictures and course titles

--distribute and display prominently, for students, teachers and administrators, guidance materials on career choices available to both sexes in all fields

--eliminate or revise all guidance and testing materials with evidence of sex bias in wording, content and statistical interpretation (such as interest inventories)

--examine all public relations information (catalogues, brochures) for clear evidence of a sex-fair perspective

--review guidelines for evaluating vocational tests for evidence of sex bias

--refer them back to the recruitment issues in Section 1 (particularly C)

--develop recruitment materials directed at nontraditional students

7. PROMOTE THE EXPANSION OF NONTRADITIONAL OCCUPATIONAL OPPORTUNITIES FOR WOMEN AND MEN WITH COMMUNITY GROUPS, BUSINESS, INDUSTRY AND LABOR

A. Community groups:

1. invite representatives of community organizations and civic groups to observe classrooms and work-study placements with tudents of the sex not traditionally enrolled

2. organize a speakers' bureau of teachers, students, parents and employers who are interested in sharing their experiences in nontraditional placements and careers

3. issue press releases and invite feature stories illustrating the positive effects of expansion to nontraditional opportunities

4. set up displays which can be placed at community gatherings, career days and open house events demonstrating expanded opportunities for both sexes

5. solicit assistance from service and civic organizations in providing for the special support needs of displaced homemakers

6. invite representatives of such organizations to participate on program development committees or local advisory groups

7. work with women's organizations and other groups to plan community programs to develop an awareness of the effects of sex bias and sex stereotyping

8. sponsor internships or fellowships for study in administrative fields

B. Business, industry and labor:

1. issue a statement to all cooperating employers and labor groups explaining the school's commitment to equal opportunity for both sexes in all occupational areas and soliciting their assistance

2. invite (nontraditional if possible) representatives of businesses, industry and labor organizations to visit classrooms with students of the sex not traditionally enrolled

3. provide special follow-up support, such as counseling, in situations in which a nontraditional placement is made for the first time with an employer

4. solicit feedback from employers and labor groups regarding their experience with or reaction to nontraditional placements

5. invite employer and labor representatives to participate on program development committees or the advisory group

6. invite representatives of such organizations to serve as resource people for inservice training of staff

7. have school groups observe nontraditional employees working in their work situation (as field trip possibility)

8. use nontraditional employees to serve as counselors to those interested in pursuing same type of careers

9. provide inservice training or scholarship money to get nontraditional individuals in administrative training programs

8. MAKE INFORMATION AVAILABLE TO THE GENERAL PUBLIC AND LOCAL SCHOOL STAFF AND FACULTY RELATED TO PROCEDURES AND PLANS FOR OVERCOMING SEX BIAS IN VOCATIONAL EDUCATION

A. The public:

1. issue press releases to the local media and seek media coverage of planned changes and innovations in school programs regarding sex equity

2. send summaries of district policies and plans to business and community groups to increase awareness of change

3. provide summaries of the policies and plans to students and their parents

4. conduct an open discussion of local policies and program plans at parent meetings

5. include a statement of compliance with antidiscrimination legislation and an affirmative action statement regarding sex equity on all public information issued such as:

> This agency is an Equal Opportunity Employer, in compliance with the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. We encourage the application of qualified women and minorities.

B. Within the school:

1. send copies of the policies and plans to faculty and staff for their information

2. post and distribute the VEA Amendments and Title IX Amendments in faculty and staff meeting rooms and lounges

3. conduct staff meetings explaining legislation and changes to be effected

4. prepare and distribute a summary of both the laws and the districts' policies and program plans especially for students

5. have displays in hallways, cafeterias, guidance centers, etc., regarding new rights and opportunities for students and school personnel

9. REVIEW THE SELF-EVALUATIONS REQUIRED BY TITLE IX

A. Ascertain whether or not the required Institutional Self-Evaluation has been completed

B. Assign specific staff responsibility for monitoring any further corrective or remedial steps required

C. Establish firm timelines for followup and future necessary actions

D. Plan for future periodic updates of the self-evaluation during the coming year

E. Make a self-evaluation and a record of modifications and remedial steps available for review and comment by interested persons

F. Examine ways of improving your self-evaluation to increase its usefulness in your district

G. Examine self-evaluation findings in light of new data which has become available in the past year to improve recommendations

H. Collect any additional data from sources representing varying points of view on a continuing basis

I. Publicize and distribute grievance procedures to faculty and parents

J. Prepare or obtain materials on grievance procedures in language appropriate for student distribution

K. Announce to students and personnel the designation of the Title IX officer and any other appointments made or committees formed in the implementation of the plan

L. Make certain that the procedural requirements 86.3 - 86.9 were done, that initial and ongoing dissemination is taking place and that the internal grievance procedure is operative

10. DEVELOP AND SUBMIT AN ANNUAL PLAN FOR OVERCOMING SEX BIAS DISCRIMINATION IN VOCATIONAL EDUCATION

A. Assess the local situation, identifying programs and areas which require attention

B. Solicit the participation in the planning process of advisory group members and others whose cooperation will be required for implementation

C. Identify and discuss relative merits of alternative proposals for dealing with the identified discriminatory situations

D. Specify obtainable and measurable objectives

E. Review the plan with those who are to be involved in implementing it to ensure its comprehensiveness and feasibility

F. Prepare a status report each year on all accomplishments related to the plan of action

G. Develop a projected timetable to eliminate sex bias in administration, faculty and student body

H. Update the State plan on a yearly basis

VII. RESOURCE LIST

Developed in New York State through VEA Grants

1. AUDIO VISUALS

Filmstrip, Expanding Roles in a Changing World. Eight minutes, includes audiotape with audible and nonaudible signals. Demonstrates how sex role stereotyping limits people with respect to changing family and work force roles.

Available: for duplicating and mailing cost of $4.50 from Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502

Catch Up for Girls. A summer secondary-level program in auto and electric/electronics trades to encourage movement of female students into nontraditional occupations. Slide tape.

Radio announcements focusing on opportunities for women in electronics. Videotaped panel discussions for local TV.

Available: Lewis A. Wilson Technological Center, Suffolk BOCES #3, 17 Westminster Avenue, Dix Hills, New York 11746.

Public Service Announcements. Fourteen sex equity spot announcements of varying type and length developed for TV and radio. The PSAs identify sex role stereotyping and ways in which it limits career opportunities.

Available: from Project VOICE, Regional Planning Center, Albany-Schenectady-Schoharie BOCES, 1015 Watervliet-Shaker Road, Albany, New York 12205.

Filmstrip/cassette, Look Who's Working Here. 13-18 minutes. Designed to encourage nontraditional enrollment in occupational education programs traditionally dominated by one sex. Suitable for showing to groups ranging from beginning high school students to adults.

Available: for $20.00 purchase price from Samuel Bobrow, Director of Occupational Education, Education Center, 165 North Columbus Avenue, Mt. Vernon, New York 10553.

Film, Turning Points. 16 mm., color, 34 minutes. Depicts the experiences of three mature women who have undertaken the multiple roles of housewife/student/mother/employee. The film is designed for use, at the community college level, with women who are exploring their potential for expanding or changing roles. Can also be used with high school students to stimulate discussion of expanding roles for women and men.

Available: for purchase price of $300, from: Deanna Chitayat, Executive Producer, Center for Advanced Study in Education, Institute for Research and Development in Occupational Education, Graduate School and University Center, CUNY, 33 West 42nd Street, New York, New York 10036. Film also available from the following libraries:

1) Jean Haynes
Film/Video Librarian
Chautauqua-Cattaraugus
Library System
106 West Fifth Street
Jamestown, NY 14701

2) Mrs. Elizabeth Lukas
Learn Your Way
Brooklyn Public Library
Grand Army Plaza
Brooklyn, NY 11238

3) Leona Salzman
Job Information Center Librarian
Clinton-Essex-Franklin
Library System
P.O. Box 570, 17 Oak St.
Plattsburgh, NY 12901

4) Ms. Marion McGuire
Central Library Office
Rochester Public Library
115 South Avenue
Rochester, NY 14604

5) Roberta G. Cade
Asst. Dir. for Programs
and Services
Mid-York Library System
1600 Lincoln Avenue
Utica, NY 13502

6) Ms. Jacquelyn Thresher
Adult Consultant
Westchester Library System
280 North Central Avenue
Hartsdale, NY 10530

7) Richard V. Anglin
Adult Services Librarian
Ramapo Catskill Library System
619 North Street
Middletown, NY 10940

8) Film Department
Buffalo & Erie County Public Library
Lafayette Square
Buffalo, NY 14203

9) Edward Hingers
Nassau Library System
900 Jerusalem Avenue
Uniondale, NY 11553

10) C.F.J. Young
Librarian, Central Library
89-11 Merrick Blvd.
Jamaica, NY 11432

Videotape and Handbook, Women in a Changing World. Can be used as part of a preadmission counseling program for mature women students separately or in conjunction with "Turning Points."

Available: from Deanna Chitayat at above address.

2. WORKSHOP MATERIALS

Program Planning Kit. Step-by-step directions for planning a workshop or program including planning sheets and examples of programs. Fact sheets and questionnaires on legislation, changing work and family roles, sex-fair teaching behaviors and text books are provided along with several group activities used by Project MOVE staff.

Available: from Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.

Sex Equity: in Self Views, in School Practices, in Career Counseling. Workshop materials with leader's guide and participant's handbook, designed to serve guidance counselors and administrators. Includes series of exercises and other materials intended to heighten participant sensitivity regarding self-views, school practices and career counseling.

Available: From CASE Institute for Research and Development in Occupational Education, Graduate School and University Center, 33 West 42nd Street, New York, New York 10036.

The Motivation Advance Process (MAP), Leader's Guide. A component of the NOSMAW program (also known as Women in a Changing World). MAP is a small group process designed to increase achievement motivation through emphasizing the strengths and assets of each individual. The purpose of this manual and accompanying videotape is to provide counselors with both leadership training in MAP and an understanding of the program's rationale.

Available: From CASE Institute for Research and Development in Occupational Education, Graduate School and University Center, 33 West 42nd Street, New York, New York 10036.

3. REPORTS

Statewide Vocational Inservice for Reducing Sex Stereotyping and Bias, C.J. Farris, 1977-78. A status report describing the inservice program, initial inservice evaluation results and other project activities. 78 pages. A final report for the 1978-79 inservice, which will include follow-up evaluation results, is also available.

Available: from Project MOVE, NG 230, MVR Hall, Cornell University, Ithaca, New York 14853.

Inservice for Reducing Sex Stereotyping in Vocational Education: A Pilot Project, C.J. Farris, 1977. A final report of a pilot project that provides 1) evaluative data obtained from control and experimental workshop groups, and 2) assumptions and guidelines for planning and presenting effective inservice programs. 34 pages.

Available: from Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.

Eliminating Sex Bias in Vocational Youth Group Organizations, C.J. Farris, 1978. Report of one phase of a three-phase project. Provides a summary of a leadership camp program for New York State vocational youth group leaders and advisors. 29 pages.

Available: from Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.

Vocational and 4-H Youth Group Members' Knowledge and Attitudes Concerning Expanding Roles, C.J. Farris, 1978. Report of one phase of a three-phase project, the results of a survey of the knowledge and attitudes of New York State youth concerning changing labor force, family roles and sex-stereotyped activities. 32 pages.

Available: from Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.

*Occupational Status of Women in New York State. New York State Advisory Council on Vocational Education, 1978. An update of a 1977 report examining where New York State stands with respect to participation of women in the labor force and in occupational programs. The update assesses the extent to which the Council's recommendations, set forth in the earlier report, have been implemented.

Available: from New York State Advisory Council on Vocational Education, Room 1104, Twin Towers, 99 Washington Avenue, Albany, New York 12230.

*The Commissioner's Statewide Advisory Council on Equal Opportunity for Women, Biennial Report, January 1976 - January 1978. A description of the formation, goals, objectives, achievements and future directions of the Council. The Council advises New York State's Commissioner of Education on equity-related matters, working closely with various units of the State Education Department, and recommends actions to equalize opportunities for girls and women in elementary and secondary schools.

Available: from the Commissioner's Statewide Advisory Council on Equal Opportunity for Women, The University of the State of New York, The State Education Department, Albany, New York 12234.

The New Occupational Student: The Mature Adult Woman (NOSMAW). Deanna Chitayat and Sarah Carr, 1975. Report of a demonstration project implemented at two New York City Community Colleges in order to examine the viability of attracting a new student population, mature adult women, to career-oriented, postsecondary programs. Descriptions of the colleges and their communities, recruitment techniques, workshop programs and evaluations are included.

Available: from CASE Institute for Research and Development in Occupational Education, Graduate School and University Center, 33 West 42nd Street, New York, New York 10036.

4. NEWSLETTERS

Project MOVE Bulletin. Provides recent news on sex-fair legislation, lists new resources, and reports various activities and strategies being implemented throughout New York State for the elimination of sex stereotyping and bias.

Available: upon request, at no cost as long as funding is available, from: Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.

*These activities not funded through VEA Grants.

VOICE Newsletter (Vocational Options in Creating Equality). A bimonthly publication of the Capital Region Business-Industry-Education-Labor Council, a component of the Regional Planning Center, Albany-Schenectady-Schoharie BOCES. Provides information to vocational and other educators regarding sex equity legislation and New York State programs and activities to eliminate sex stereotyping, sex bias and sex discrimination in occupational education.

Available: from Regional Planning Center, Albany-Schenectady-Schoharie BOCES, 1015 Watervliet-Shaker Road, Albany, New York 12205.

5. MANUALS/GUIDES

A Curriculum Guide Designed to Eliminate Sex Bias/Sex Stereotyping in Occupational Education. Rochester City School District, 1978. These guides have been developed to eliminate sex bias/stereotyping in the following selected occupational program areas: 1) Business Education, 2) Industrial Arts, 3) 7-8 grade Home Economics, 4) 7-8 grade Foods and Nutrition, 5) 7-8 grade Clothing and Textiles, 6) 11-12 grade Parenting, 7) High School Career Guidance, and 8) 7-8 grade Consumer Education.

Available: from Rochester City School District, 13 South Fitzhugh Street, Rochester, New York 14614.

Materials for Overcoming Sex Bias in Occupational Education Administrators and Teachers, Mt. Vernon-Westchester County Women's Center. The following materials to help educators overcome sex bias and stereotyping in their work with vocational students are available: 1) A training manual for teachers and administrators to help them deal with the integration of formerly one-sex classes; and 2) A Counselor's Handbook to facilitate working with students opting for nontraditional job training.

Available: from Diane Siegel, Mt. Vernon-Westchester County Women's Center, Washington School, South 6th Avenue and West 2nd Street, Mt. Vernon, New York 10550.

6. ACTIVITY KITS/SOURCE BOOKS/BIBLIOGRAPHIES

Activity Kits

Expanding Roles: Opportunities for Youth Leadership in Overcoming Sex Role Stereotypes, Project MOVE. A program activity kit that is presently being piloted. It contains the filmstrip, "Expanding Roles in a Changing World"; an audio tape, "Youth Speaks Out"; and folders of materials and activities for use by youth group members and their advisors. Future availability will depend upon pilot results and funding for revisions.

Available: from Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.

Source Books

Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators, Project MOVE. A comprehensive source book that includes background information, fact sheets, checklists, guidelines, resources, bibliographies, information on legislation, sex equity activities, changing labor force statistics and strategies for career education and nontraditional occupational recruitment.

Available: for duplicating and mailing cost of $3.00 from: Media Services, College of Human Ecology, Cornell University, Ithaca, New York 14853.

Bibliographies

Sex-Role Stereotyping in Occupational Education: A Selected Bibliography for Educators, Cornell Institute for Occupational Education. This annotated bibliography of materials published since 1970 attempts to indicate, rather than catalog, the wide range of research being conducted on the problems of sex-role stereotyping in the world of work. Sources have been organized into the following categories to make them more useful to educators in the field: resources for vocational and career educators, and resources of general interest.

Available: from Cornell Institute for Occupational Education Department of Education, New York State College of Agriculture and Life Sciences, Cornell University, Ithaca, New York 14853.

7. SERVICES

Job Network Information Service. A statewide candidate pool and administrative job network information service implemented through a VEA grant by the New York State Education Department and The Commissioner's Statewide Advisory Council on Equal Opportunity for Women, in cooperation with the District Superintendents. The service is designed to improve communications between qualified candidates for educational administrative positions and employers, as well as to upgrade potential and current women administrators to key educational management positions.

Available: write or call for forms and information - Supervisor of Occupational Education Special Programs, New York State Education Department, Room 1610 Twin Towers, 99 Washington Avenue, Albany, New York 12230, 518-474-0097.

Overcoming Sex Bias and Sex Stereotyping in New York State. A two-member consultant team will provide sex equity inservice training for vocational education teachers, administrators, guidance counselors and other LEA and community groups.

Available: write or call - Project Directors, Albany-Schenectady-Schoharie BOCES, 1015 Watervliet-Shaker Road, Albany, New York 12205, 518-456-9281.

8. ASSESSMENT

Packet of Assessment Instruments that includes "Changing Family and Work Force Quiz" (with key and fact sheet), "Guidelines for Evaluating Vocational Textbooks," "Checklist for Sex-Fair Teaching Behaviors," "Scale for Audiovisual Materials."

Available: from Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.